



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies High School

Topic 1 – Factors Causing Conflict and Cooperation Among Groups and Nations

Established Goals:

Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations, including tribal nations (e.g., discrimination, biases). (SS 2:B6; GLE 9-12:2.1)

Identify the origination of stereotypes, and connect these to conflict/cooperation within and among groups and nations. (SS 2:B6; GLE 9-12:2.2)

Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, including American Indians. (SS 6:B5; GLE 9-12:6.2)

Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas. (SS 1:B2; GLE 9-12:1.2)

Understandings:

Beliefs change, one person at a time; the process begins when the learner actively seeks to change his/her perceptions. Being aware of a discriminatory practice, bias, and/or stereotype is basic to changing your perception and point of view.

Discrimination, stereotypes, and biases originate from misinformation, misperception, omission, and the distortion of information and ideas.

Understanding the origin of discrimination, biases, and stereotypes is essential in your comprehension of what causes conflict, and the information you need to counter the specific bias.

Discrimination, stereotyping, and biases end when people learn the origin of the misinformation/distortion, and actively participate to prevent it from continuing.

Essential Questions:

What are some of the stereotypes and biases regarding American Indians in general?

How have American Indians been discriminated against in past? Does this still occur? If so, what types of discrimination of currently occur?

What conflicts have resulted from cultural assimilation and cultural preservation?

Have stereotypes and biases occurred among tribes? If so, which of these are still currently occurring?

What types of information and idea distortion affect your world today (Indian mascots)?

<p><i>Students will be able to...</i></p> <p>Utilize classroom social skills and protocols as the class discusses misperceptions, acts of discrimination, stereotypes, and biases; the teacher should discuss the conduct expected before discussions begin, and remind students as needed about the hurtfulness that results from intended and unintended remarks made.</p> <p>Know the definitions of stereotypes, bias, discrimination, and tolerance and use correct information in discussions.</p> <p>Define and discuss Review Terminology as needed. State instances of conflicts, issues specifically linked to continued discrimination, stereotyping, and biases.</p> <p>Apply criteria to evaluate the origin, authority, accuracy, bias, and distortion of information and ideas pertaining to mascots.</p>	<p><i>Students will know...</i></p> <p>Discrimination, stereotypes and biases originate from misinformation, misperceptions, and distortion of information.</p> <p>Understanding the origin of discrimination, biases, and stereotypes is essential in your comprehension of what causes conflict, and the information you need to counter the specific bias.</p> <p>Beliefs change, one person at a time; the process begins when the learner actively seeks to change his/her perceptions. Being aware of a discriminatory practice, bias, and/or stereotype is basic to changing your perception.</p> <p>Discrimination, stereotyping, and biases end when people learn the origin of the distortion or misinformation, and actively participate to prevent it from continuing.</p>
<p>Stage 2 Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Each student knows the criteria to evaluate information for origin, authority, accuracy, bias, and distortion of information and ideas, and can apply the criteria when evaluating nonfiction and fiction.</p> <p>Each student will write an essay discussing the mascots and their impact on American society.</p>	



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Stage 3 Learning Plan

Learning Activities:

TEACHER NOTES

This lesson will cover several class periods, as it incorporates major building blocks of knowledge. Students will research the mascot issue and give examples of how stereotypes, biases, and misinformation are perpetuated by the use of American Indians as sports mascots.

- Download teaching materials from the Websites listed below.
- Use lessons 6 and 7 from the *Building Bridges* curriculum to introduce the topic.
- Building Bridges Curriculum from the Peace Corps –
<http://www.peacecorps.gov/www/publications/bridges/index.cfm>
- Use the OPI mascot model lesson plan for guidance in teaching the lessons.
<http://www.opi.mt.gov/pdf/IndianEd/Resources/MascotCurric.pdf>

Instructions

1. Complete lessons 6 and 7 from the Building Bridges curriculum. This should take one class period.
2. Complete the Mascots Discussion Model Curriculum. Refer to the Teaching Tolerance website for additional materials. This should take 2-3 class periods.
3. Final essay about the mascot issue.

Materials Needed:

Building Bridges Curriculum from the Peace Corps.

<http://www.peacecorps.gov/www/publications/bridges/index.cfm>

OPI mascot model lesson plan for guidance in teaching the lessons.

<http://www.opi.mt.gov/pdf/IndianEd/Resources/MascotCurric.pdf>

<http://www.tolerance.org/teach/magazine/features.jsp?is=35&ar=527>